LONDON DAILY EXPRESS
CPYRGHT
JAN 10 1956
Ag. 3-1
Sanitized - Approved For Release : CIA-RDP70-00058R000100050090-6

# How the Kremlin policy might boomerang

● MR. DULLES, Director of U.S. Central Intelligence and brother of Eisenhower's Secretary of State, concludes this important two-part assessment* of Russia's science-weighted education system today—on an intriguing note: Are Russia's bosses educating themselves out of their jobs?

**BY ALLEN W. DULLES**

THE Soviets face a real dilemma between the two goals of their education system; on the one hand making well-conditioned members of a Communist State, and on the other turning out trained people capable of taking their places in a technically advanced society.

We are all familiar with the deceptions the Soviets practise on their people, particularly in the rewriting of history and the adjustment of doctrine to fit their wants.

Malenkov is on the downgrade, so the Soviet Press removes his name from the key war-time committees on which he actually served, and replaces him with Krushchev.

Beria falls. His name must be blacked out wherever it occurs, even in a university catalogue, and he must posthumously bear the blame for what Stalin and Molotov did to Yugoslavia in 1948.

* First given in an address to Columbia University and now reprinted by the Daily Express with Mr. Dulles's permission.

## SCISSORS

THIS often has its laughable side. In the Beria case the 1950 edition of the Great Soviet Encyclopedia was issued with a full four pages describing him as "one of the outstanding leaders" of the U.S.S.R. and the "faithful disciple of Stalin."

After his liquidation a few years later subscribers to the encyclopedia received a letter from the publishers. It suggested that four designated pages—no mention made of Beria—be removed with scissors or razor blade and replaced by a large added section to the article on the Bering Sea and by a new article on a gentleman named Friedrich Wilhelm Bergholz, an obscure Junker at the court of Czar Peter I, whose alphabetical resemblance to Beria was his one and only claim to fame.

**Perhaps most of the scissor-wielders managed to keep a straight face. Yet this kind of thing, insignificant individually, typifies the kind of dilemma the Soviet must face increasingly and almost daily.**

We know that some thoughtful Soviet citizens are beginning to see through these distortions, and, indeed, through the whole process of thought-control.

Increased education must inevitably bring in its train increased expectations.

Since higher education in Russia had historically been only for the few, not only in Czarist times but until very recently in the Soviet era, there remains a strong tradition that boys from secondary schools will not work with their hands.

## CRITICISMS

OVER the past two years the Soviet Press has repeatedly printed criticisms of students who refused to take factory jobs on the ground that they were beneath them. In all probability the system is nearly at saturation point in the rate at which it can offer professional or white-collar jobs to secondary school graduates.

Ultimately, however much the Soviets condition a man's mind, however narrowly they permit it to develop, and however much they seek to direct him after he is trained, they cannot in the end prevent him from exercising that critical sense that they themselves gave him when they also gave him an education.

When Wendell Willkie visited the Soviet Union in 1942 he had a look at their school system.

In a conversation at the Kremlin he remarked: ". . . if you continue to educate the Russian people, Mr. Stalin, the first thing you know you'll educate yourself out of a job."

Stalin laughed — but it is no joke his successors inherit.

The broadening of the educational base within; the uncertainty in the high governmental command; and the absence of a dictator, all force the Soviet Union towards compromises.

With these compromises comes the inevitable admission that the Soviet Marxist-Leninist system is not the *only* permissible way of life. If co-existence should really become the Moscow line, then Western free systems must be permissible, and if permissible anywhere, why not permissible in the Soviet Union itself?

## PROBLEMS

CAN the Soviets therefore give their people a better material education and still keep them from wanting more and from thinking more on lines such as these?

Possibly for a time the Soviets will go forward, using their educational system as a sorting device for human assets. Half-educated men—all fact and no humanity—may still be good fodder for totalitarianism.

But there remains the possibility that newly created wants and expectations, stimulated by education and perhaps by more exposure to the West, will in time compel great and almost unpredictable changes.

**In introducing mass education the troubled Soviet leaders have loosed forces dangerous to themselves.**

**It will be very difficult for them henceforth to close off their own people from access to the realities of the outside world.**

CPYRGHT

CPYRGHT

Sanitized - Approved For Release : CIA-RDP70-00058R000100050090-6